State Curriculum
Pre-K–12 Physical Education Curriculum Framework

Standard I: **Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.**

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
A. Fundamental Movement **1. Show fundamental movement skills.** a. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping. b. Use general spatial awareness and self-space awareness in physical activity. c. Demonstrate non-locomotor skills of bending and stretching.	A. Fundamental Movement **1. Show fundamental movement skills.** a. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping. b. Use general spatial awareness and self-space awareness in physical activity c. Demonstrate non-locomotor skills of bending, pulling, stretching, twisting, turning, pushing, and swinging. d. Demonstrate a variety of locomotor skills using various speeds.	A. Fundamental Movement **1. Show fundamental movement skills.** a. Demonstrate locomotor skills including walking, jogging, running, galloping, jumping, sliding, hopping, skipping, and leaping. b. Exhibit general spatial awareness and self-space awareness, using a variety of directions, levels, and pathways. c. Demonstrate the combination of non-locomotor and locomotor skills in coordinated movement patterns. d. Demonstrate proper techniques of take-offs and landings.	A. Fundamental Movement **1. Show fundamental movement skills.** a. Show proficiency in all locomotor skills. b. Exhibit general spatial awareness and self-space awareness using various directions, levels, and pathways while performing different locomotor skills. c. Demonstrate and combine non-locomotor and locomotor skills in physical activity settings. d. Demonstrate the fundamental movement skills such as: throwing, catching, kicking, and striking.	A. Fundamental Movement **1. Demonstrate and apply fundamental movement skills in an authentic situation.** a. Show non-locomotor and locomotor skills in complex movement patterns including the elements of speed, pathways, directionality, levels, and space. b. Identify and use fundamental movement skills such as: throwing, catching, kicking, and striking in a game or an activity. c. Identify and show activities that enhance the skill-related fitness components: power, speed, reaction time, agility, balance, and coordination.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
		e. Identify and perform movement skills of chasing and fleeing.	e. Demonstrate evasion skills of chasing, fleeing, and dodging in a variety of physical activities.	
B. Creative Movement **1. Show creative movement.** a. Identify different body parts and demonstrate a variety of ways they can move. b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns.	B. Creative Movement **1. Show creative movement.** a. Identify different body parts and demonstrate a variety of ways they can move. b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns. c. Use the body to show a variety of different shapes such as: curved, narrow, and wide.	B. Creative Movement **1. Show creative movement.** a. Perform a variety of movements using the body to interpret a poem, story, or song. b. Move the body symmetrically and asymmetrically while maintaining balance in a stationary position.	B. Creative Movement **1. Show creative movement.** a. Display a smooth transition between locomotor and non-locomotor skills in time to music. b. Perform a variety of movements using the body and implements to interpret a given situation, such as: a poem, story, or song. c. Move the body symmetrically and asymmetrically while traveling in general space.	B. Creative Movement **1. Demonstrate creative movement skills** a. Use an individual movement sequence to exhibit emotions, expressions and feelings using implements such as: wands, hoops, balls, rhythm sticks, jump bands, and tinikling sticks.
C. Skill Themes **1. Show skill themes.** a. Demonstrate rolling a ball at an object. b. Demonstrate throwing a ball.	C. Skill Themes **1. Show skill themes.** a. Demonstrate rolling a ball at an object. b. Demonstrate striking a lightweight object with different body parts.	C. Skill Themes **1. Show skill themes.** a**.** Demonstrate catching a self-tossed lightweight object such as: a scarf or a balloon. b. Use and demonstrate opposition with hand/foot when using underhand tosses and overhand throws.	C. Skill Themes **1. Show skill themes.** a. Demonstrate catching an overhand thrown object while stationary. b. Use and demonstrate opposition and shoulder rotation when throwing overhand.	C. Skill Themes **1. Demonstrate skill themes.** a. Use individual skill themes while moving by including throwing, catching, and striking in group games or activities. b. Show a mature pattern when catching and throwing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
c. Demonstrate striking a lightweight object with different body parts.	c. Demonstrate catching a self-bounced ball. d. Demonstrate throwing objects using an underhand and overhand throwing pattern. e. Demonstrate balance on a variety of body parts. f. Demonstrate transferring weight between different body parts.	c. Demonstrate striking objects with various body parts and short handled implements. d. Exhibit maintaining balance on a base of support while changing body shapes. e. Display transferring weight from feet to hand such as: a frog jump or cartwheel. f. Demonstrate a variety of tumbling experiences.	c. Display transfer of weight when striking objects using various implements. d. Display a tumbling sequence using balance, weight transfer, and rolling.	c. Use a tumbling sequence that includes balance, weight transfer, and various body shapes.

Standard II: Biomechanical Principles - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
A. Effects on Objects **1. Identify ways that people and objects move.** a. Show how a body moves fast and slow. b. Show how to move a body forward, backward, and sideways in open space.	A. Effects on Objects **1. Identify ways that people and objects move.** a. Show how a body moves fast and slow. b. Show how to move a body forward, backward, and sideways in open space. c. Show how an object's motion can be changed such as: speeding up from a standstill, slowing down to a stop, going faster, and going slower. d. Display how lowering the body's center of gravity (bending the knees) and widening the base of support (stance) will help to stop the body safely and under control.	A. Effects on Objects **1. Identify ways that people and objects move.** a. Display how changing the force applied to an object changes the distance it will travel. (More force equals greater distance.) b. Show how to reduce the impact of a force such as: bending the knees when landing after a jump.	A. Effects on Objects **1. Identify ways that people and objects move.** a. Display how changing the angle of an object when thrown, kicked, or released changes the distance and direction it will travel. b. Show how to reduce the speed of a thrown object such as: bending the elbows when catching a ball.	A. Effects on Objects **1. Explain how force causes change in the way objects move.** a. Discuss and demonstrate how increasing or decreasing the size, number, or speed of body parts tends to increase or decrease the force generated. b. Discuss and demonstrate how faster movement produces greater force.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
B. Balance **1. Identify balance through movement.** a. Show the ability to balance on one or more body parts.	B. Balance **1. Identify balance through movement.** a. Demonstrate static and dynamic balance. b. Show the ability to balance on one or more body parts.	B. Balance **1. Identify balance through movement.** a. Show dynamic and static balances through movement. b. Display a base of support when maintaining balance.	B. Balance **1. Identify balance through movement.** a. Show static balance using symmetrical and asymmetrical shapes. b. Explain and display the importance of a base of support and center of gravity when maintaining balance.	B. Balance **1. Explain and demonstrate static and dynamic balance in various movement patterns.** a. Show the difference between static and dynamic balance while maintaining body control.

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Standard III: Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
A. Appropriate Practices **1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.** a. Show basic motor skills, using imitation, as a means for motor skill improvement.	A. Appropriate Practices **1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.** a. Show basic motor skills, using imitation, as a means for motor skill improvement. b. Demonstrate fundamental movement skills and skill themes using teacher cues for skill improvement.	A. Appropriate Practices **1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.** a. Identify and demonstrate the critical cues for fundamental movement skills.	A. Appropriate Practices **1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.** a. Name and demonstrate progression cues that will enhance various fundamental movement skills.	A. Appropriate Practices **1. Apply and show that skills will develop over time with appropriate practice.** a. Use critical progression cues for object control skills in a variety of physical activities for skill improvement.
B. Corrective Feedback **1. Identify the importance of corrective feedback on performance.** a. Use verbal and visual cues to improve skill performance.	B. Corrective Feedback **1. Identify the importance of corrective feedback on performance.** a. Use verbal and visual cues to improve skill performance.	B. Corrective Feedback **1. Identify the importance of corrective feedback on performance.** a. Recall and show verbal and visual cues to improve personal performance in a variety of skills.	B. Corrective Feedback **1. Identify the importance of corrective feedback on performance.** a. List and show examples of appropriate feedback using verbal and visual cues to improve performance in a specific skill.	B. Corrective Feedback **1. Use corrective feedback for improvement in skill performance.** a. Interpret and apply feedback using verbal and visual cues to show improved performance in a variety of skills.

Standard IV: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
A. Effects of Physical Activity on the Body **1. Identify the effects of physical activity on the body systems.** a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder.	A. Effects of Physical Activity on the Body **1. Identify the effects of physical activity on the body systems.** a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder.	A. Effects of Physical Activity on the Body **1. Identify the effects of physical activity on the body systems.** a. List and demonstrate the functions of specific muscles of the muscular system. b. Locate various places on the body to determine the heart's response to aerobic activity.	A. Effects of Physical Activity on the Body **1. Identify the effect of physical activity on the body systems.** a. Recognize the relationship between the muscular and skeletal systems during physical activity and show how the muscles move the bones. b. Locate various places on the body to determine the heart's response to anaerobic activity.	A. Effects of Physical Activity on the Body **1. Explain and demonstrate the effect of moderate to vigorous physical activity on the body systems.** a. Identify selected bones such as leg, arm, spine, and ribs and show how these bones help move select body parts during exercise. b. Discuss why the body needs more oxygen when exercising and show how exercise results in an increased breathing rate. c. Discuss the role of flexibility on the muscular system during physical activity and show various stretching exercises.
B. FITT Guidelines	B. FITT Guidelines	B. FITT Guidelines	B. FITT Guidelines **1. Identify components of the FITT guidelines.**	B. FITT Guidelines **1. Explain and apply the components of the FITT guidelines.**

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
			a. Demonstrate specific activities that show the FITT guidelines for the component: Type.	a. Discuss and perform specific activities that show the FITT guidelines for the components: Type and Intensity.
C. Components of Fitness **1. Identify the components of fitness.** a. List and demonstrate activities that promote fitness for a healthy lifestyle.	C. Components of Fitness **1. Identify the components of fitness.** a. List and demonstrate activities that promote fitness for a healthy lifestyle.	C. Components of Fitness **1. Identify the components of fitness.** a. List and demonstrate activities that increase heart rate and develop cardiorespiratory endurance.	C. Components of Fitness **1. Identify the components of fitness.** a. List and demonstrate activities that improve cardiorespiratory endurance/aerobic capacity, muscular strength, muscular endurance, and flexibility.	C. Components of Fitness **1. Analyze the components necessary to improve fitness** a. Choose and perform activities that improve cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, and flexibility.
D. Benefits of Physical Activity **1. Recognize the benefits of physical activity.** a. Specify the physical benefits of exercise.	D. Benefits of Physical Activity **1. Recognize the benefits of physical activity.** a. Specify the physical benefits of exercise.	D. Benefits of Physical Activity **1. Recognize the benefits of physical activity.** a. State the physical benefits from activities that will improve fitness.	D. Benefits of Physical Activity **1. Recognize the benefits of physical activity.** a. State the physical benefits developed for each of the health related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, and flexibility.	D. Benefits of Physical Activity **1. Explain the benefits of physical activity.** a. Discuss the physical benefits developed for each of the health related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.
E. Nutrition and Physical Activity **1. Recognize the relationship**	E. Nutrition and Physical Activity **1. Recognize the relationship**	E. Nutrition and Physical Activity **1. Recognize the relationship**	E. Nutrition and Physical Activity **1. Recognize the relationship**	E. Nutrition and Physical Activity **1. Apply the relationship between**

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
between nutrition and physical activity. a. Describe how food is fuel to the body as gas is fuel to a car.	**between nutrition and physical activity.** a. Identify nutritious foods that fuel the body for activity such as fruits and vegetables.	**between nutrition and physical activity.** a. Identify foods that are the most efficient fuel for the body (nutritious vs. junk food).	**between nutrition and physical activity.** a. State why nutritious food provides a better source of energy for activity than junk food.	**nutrition and physical activity.** a. Discuss the relationship between food intake and its effect on physical activity.
F. Exercise Adherence **1. Recognize the factors influencing daily physical activity.** a. Identify and perform physical activities that are fun, enjoyable, and promote fitness.	F. Exercise Adherence **1. Recognize the factors influencing daily physical activity.** a. Identify and perform physical activities that are fun, enjoyable, and promote fitness.	F. Exercise Adherence **1. Recognize the factors influencing daily physical activity.** a. Identify and perform physical activities that are fun and that can be performed on a regular basis.	F. Exercise Adherence **1. Recognize the factors influencing daily physical activity.** a. Identify and perform physical activities that can be performed with peers on a regular basis.	F. Exercise Adherence **1. Explain the factors influencing daily physical activity.** a. Discuss the factors that promote or limit physical activity for elementary school students such as peers, parents/family, equipment, facilities, motivation, recreational opportunities, and financial limitations.

Standard V: Physical Activity - Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
A. Aerobic Fitness **1. Identify and show individual aerobic capacity/cardio respiratory fitness.** a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness.	A. Aerobic Fitness **1. Identify and show individual aerobic capacity/cardio respiratory fitness.** a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness.	A. Aerobic Fitness **1. Identify and show individual aerobic capacity/cardio respiratory fitness.** a. Recognize and perform various aerobic activities such as: jogging and walking and relate their affect on heart rate.	A. Aerobic Fitness **1. Identify and show individual aerobic capacity/cardio respiratory fitness.** a. Relate the importance of aerobic capacity/cardio respiratory fitness for a healthy body.	A. Aerobic Fitness **1. Analyze individual aerobic capacity/cardio respiratory fitness.** a. Investigate various methods for measuring heart rate such as using a modified perceived exertion scale from 1-5. b. Choose and perform activities using the concept of pacing and its importance for aerobic capacity/cardio respiratory fitness.
B. Muscular Strength and Endurance **1. Identify and show activities for muscular strength and muscular endurance.** a. Demonstrate activities that improve muscular strength through play.	B. Muscular Strength and Endurance **1. Identify and show activities for muscular strength and muscular endurance.** a. Demonstrate activities that improve muscular strength through play.	B. Muscular Strength and Endurance **1. Identify and show activities for muscular strength and muscular endurance.** a. Recognize and perform appropriate activities that will be used to improve muscular strength. b. Demonstrate how muscles or muscle groups move specific body parts.	B. Muscular Strength and Endurance **1. Identify and show activities for individual muscular strength and muscular endurance.** a. Recognize and perform appropriate activities that will be used to improve muscular endurance. b. Relate the importance of muscular strength and muscular endurance for a healthy body.	B. Muscular Strength and Endurance **1. Analyze individual muscular strength and muscular endurance.** a. Choose and practice developmentally appropriate activities that will improve muscular strength and muscular endurance. b. Select and perform developmentally appropriate muscular strength and muscular endurance tasks that improve

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				specific muscle groups.
C. Flexibility **1. Identify and show activities for flexibility.** a. Demonstrate activities that improve flexibility through play.	C. Flexibility **1. Identify and show activities for flexibility.** a. Demonstrate activities that improve flexibility through play.	C. Flexibility **1. Identify and show activities for flexibility.** a. Recognize and perform appropriate activities that will be used to improve flexibility. b. Show how the body is affected by muscles or muscle groups that lack flexibility.	C. Flexibility **1. Identify and show activities for flexibility.** a. Demonstrate developmentally appropriate activities involving flexibility. b. Relate the importance of flexibility for a healthy body and injury prevention.	C. Flexibility **1. Analyze individual flexibility.** a. Distinguish and practice developmentally appropriate activities involving flexibility for various muscle groups. b. Explore and perform specific stretches to enhance flexibility of specific joints/muscle groups for injury prevention.

Standard VI: Social Psychological Principles - Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
A. Safety in Physical Activity **1. Demonstrate safety in physical activity settings.** a. Use personal and general space safely in a physical activity setting to avoid injury.	A. Safety in Physical Activity **1. Demonstrate safety in physical activity settings.** a. Use personal and general space safely in a physical activity setting to avoid injury.	A. Safety in Physical Activity **1. Demonstrate safety in physical activity settings.** a. Discuss and apply rules for participation to avoid injury of self and others.	A. Safety in Physical Activity **1. Demonstrate safety in physical activity settings.** a. Discuss and apply rules for equipment and general space safety to avoid injuries of self and others.	A. Safety in Physical Activity **1. Apply safety in physical activity settings.** a. Classify safe and unsafe practices for personal safety in physical activity settings.
B. Effort and Improvement	B. Effort and Improvement	B. Effort and Improvement **1. Explain the concept of effort.** a. Discuss the concept of effort as it relates to more, better, harder.	B. Effort and Improvement **1. Explain the concept of effort.** a. Discuss the importance of effort as it relates to skill improvement.	B. Effort and Improvement **1. Apply the relationship between effort and improvement.** a. Discuss and demonstrate the relationship between effort and improvement for a variety of activities. b. Explain the meaning of persistence as it relates to skill improvement.
C. Cooperation and Responsibility **1. Identify relationships and behavioral skills to develop a sense of community in physical activity settings.**	C. Cooperation and Responsibility **1. Identify relationships and behavioral skills to develop a sense of community in physical activity settings.**	C. Cooperation and Responsibility **1. Identify relationships and behavioral skills to develop a sense of community in physical activity settings.**	C. Cooperation and Responsibility **1. Identify relationships and behavioral skills to develop a sense of community in physical activity settings.**	C. Cooperation and Responsibility **1. Employ effective participation and cooperation skills in physical activity settings.**

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
a. Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.	a. Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.	a. List and demonstrate the rules for appropriate behaviors in physical activity settings. b. Model characteristics of classmates who are positively completing tasks in physical education such as: kind, caring, and helpful.	a. State the need for rules and sportsmanship in physical activity settings and demonstrate appropriate behaviors. b. Demonstrate appropriate ways to show sportsmanship. c. Show a variety of ways to resolve conflicts.	a. Choose appropriate rules for participation and sportsmanship in a variety of physical activity settings. b. Explore and practice ways to encourage others during physical activity. c. Choose and demonstrate socially acceptable methods of conflict resolution.

Standard I: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Fundamental Movement **1. Demonstrate and apply fundamental movement skills in an authentic situation.** a. Use non-locomotor and locomotor skills while varying movement conditions such as: speed, force, pathways, directions, levels, and space in authentic situations such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.	A. Fundamental Movement **1. Demonstrate and apply fundamental movement skills in an authentic situation.** a. Classify and show the fundamental movement skills needed in a variety of physical activities such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.	A. Fundamental Movement **1. Evaluate fundamental movement skills in a variety of physical education activities.** a. Compare fundamental movement skills that will enhance skill themes in physical activities such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.	A. Fundamental Movement **1. Evaluate fundamental movement skills in a variety of physical education activities.** a. Assess personal fundamental movement skills, skill combinations, and skill themes in a variety of small group physical activity settings such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.	A. Fundamental Movement **1. Evaluate fundamental movement skills in a variety of physical education activities.** a. Assess a peer for fundamental movement skills, skill combinations, and skill themes in a variety of small and large group physical activity settings such as: fitness, adventure and cooperative games, rhythms and dance, tumbling and gymnastics, recreational games, individual and team sports.
B. Creative Movement **1. Demonstrate creative movement skills.** a. Perform creative movements in an individual/partner sequence with or without the use of implements.	B. Creative Movement **1. Demonstrate creative movement skills.** a. Perform a creative individual/partner/group movement sequence using a movement theme, music, or other rhythmic accompaniment.	B. Creative Movement **1. Evaluate creative skill combinations in a variety of physical activities.** a. Compare and contrast two creative movement patterns for common themes such as: self expression, rhythmical interpretation, form, or style.	B. Creative Movement **1. Evaluate creative skill combinations in a variety of physical activities.** a. Assess an individual/partner performance sequence that exhibits quality movement based on common themes such as: self expression, rhythmical interpretation, form, or style.	B. Creative Movement **1. Evaluate creative skill combinations in a variety of physical activities.** a. Justify a personal opinion for an individual or partner performance sequence that exhibits quality movement based on common themes such as: self expression, rhythmical interpretation, form, or style.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C. Skill Themes **1. Apply skill themes.** a. Demonstrate and combine skill themes in physical activity including throwing, catching, and striking with control in an authentic setting. b. Demonstrate a self-designed tumbling sequence that includes three skills.	C. Skill Themes **1. Apply skill themes.** a. Demonstrate skill themes including basic offensive and defensive strategies such as: creating space on offense and preventing scoring on defense in games and activities. b. Demonstrate a self-designed tumbling sequence that includes a beginning and ending shape, and skills for rolling, transfer of weight, and balance.	C. Skill Themes **1. Analyze strategies to solve tactical game problems.** a. Organize physical activities into the four basic categories of tactical games (net/wall, invasion, striking/fielding, and target). b. Categorize movement concepts and strategies used in each game category such as: on-the-ball skills and off-the-ball movements.	C. Skill Themes **1. Analyze strategies to solve tactical game problems.** a. Organize and choose different concepts/ strategies for each tactical game category (net/wall, invasion, striking/fielding, and target). b. Investigate the importance of utilizing offensive and defensive strategies in game category in relationship to scoring and preventing scoring.	C. Skill Themes **1. Analyze strategies to solve tactical game problems.** a. Investigate and use different concepts/strategies for each tactical game category (net/wall, invasion, striking/fielding, and target) such as: scoring and preventing scoring. b. Compare and choose movement strategies that add to student success during participation in net/wall, invasion, striking/fielding, and target activities.

Standard II: Biomechanical Principles - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Effects on Objects **1. Explain how force causes change in the way objects move.** a. Describe how the changes in motion of objects are determined by the mass of an object and the amount of the force applied to it.	A. Effects on Objects **1. Explain how force causes change in the way objects move.** a. Demonstrate and discuss how the changes in motion of objects are determined by the mass of an object and the amount of the force applied to it. Examples such as a yarn ball, whiffle ball, or softball (same size, different mass) will travel different distances when thrown with the same force.	A. Effects on Objects **1. Apply the concept of force in relationship to how objects move.** a. Calculate and demonstrate how applying force effects the movement of a projectile.	A. Effects on Objects **1. Apply the concept of force in relationship to how objects move.** a. Demonstrate how to apply and control force of a projectile in order to move it toward a stationary target.	A. Effects on Objects **1. Apply the concept of force in relationship to how objects move.** a. Demonstrate how to change and control the amount of force applied to a projectile in order to move it toward a moving target.
b. Demonstrate and describe for every action there is an equal and opposite reaction such as: dribbling a ball with a light force produces a small rebound and a heavy force produces a large rebound.	b. Demonstrate and discuss how raising the body's center of gravity and narrowing the base of support allows for quicker starts such as: runners leaning forward to start a race.	b. Explain and show how absorption of force increases control such as: sport examples of bunting a softball, collecting a soccer ball, catching a football.	b. Demonstrate and discuss how longer and/or heavier implements such as: bats and clubs tend to produce more force than shorter or lighter ones.	b. Calculate and show how accuracy of projectiles is dependent on factors such as: speed of projectile, distance from target, weight of object, size of the implement, and number of body parts used.
		c. Explain and show how efficient movements decrease injuries in a variety of activities such as: striking a soccer ball with the instep instead of the toes.	c. Demonstrate and discuss how efficient movements decrease injuries in a variety of activities to improve fitness such as: bending knees to only 90 degrees when completing a squat lift to develop muscular strength.	c. Choose and integrate efficient movements in order to decrease injuries in a variety of activities.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
B. Balance **1. Explain and demonstrate static and dynamic balance in various movement patterns.** a. Discuss factors that influence static balance positions while maintaining balance such as: weight, center of gravity, foot size, and previous experience. b. Discuss factors that influence dynamic balance in a variety of physical activities such as: weight, center of gravity, foot size, and previous experience that influence one's balance while walking on a balance beam.	B. Balance **1. Explain and demonstrate static and dynamic balance in various movement patterns.** a. Show a movement pattern that includes static and dynamic balance such as: a throw or a kick in a variety of physical activities and describe how balance affects performance.	B. Balance **1. Analyze the concept of balance in complex movement patterns.** a. Explore how the center of gravity effects balance and performance during a variety of movement activities.	B. Balance **1. Analyze the concept of balance in complex movement patterns.** a. Compare how changing levels while moving effects your center of gravity and performance.	B. Balance **1. Analyze the concept of balance in complex movement patterns.** a. Investigate how changes in the center of gravity affect balance and performance in a variety of physical activities.

Standard III: Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Appropriate Practices **1. Apply and show that skills will develop over time with appropriate practice.** a. Demonstrate skill progressions to enhance personal skill development in a variety of settings.	A. Appropriate Practices **1. Apply and show that skills will develop over time with appropriate practice.** a. Employ a variety of acquired skills in order to demonstrate skill proficiency.	A. Appropriate Practices **1. Justify that skills will develop over time with appropriate practice.** a. Assess and rate improvement of skills learned in a closed or isolated environment (closed skills).	A. Appropriate Practices **1. Justify that skills will develop over time with appropriate practice.** a. Assess and rate improvement of skills learned in an open or changing environment (open skills).	A. Appropriate Practices **1. Justify that skills will develop over time with appropriate practice.** a. Rate and predict improvement for various personal skills learned in an open or changing environment.
B. Corrective Feedback **1. Use corrective feedback for improvement in skill performance.** a. Interpret errors in personal skill performance based on corrective feedback. b. Provide feedback to illustrate errors in a peer's skill performance.	B. Corrective Feedback **1. Use corrective feedback for improvement in skill performance.** a. Apply feedback to solve and correct errors in personal skill performance. b. Provide feedback to solve and correct errors in a peer's performance.	B. Corrective Feedback **1. Investigate the importance of self-evaluation and feedback in the improvement of motor skills.** a. Organize a checklist to correct errors in skills for improvement in personal performance. b. Analyze and improve a specific motor skill based on feedback and discussion.	B. Corrective Feedback **1. Investigate the importance of self-evaluation and feedback in the improvement of motor skills.** a. Organize a practice plan, based on a checklist, to correct errors in skills to improve performance for self or a peer. b. Analyze and improve a combination of motor skills based on peer feedback.	B. Corrective Feedback **1. Investigate the importance of self-evaluation and feedback in the improvement of motor skills.** a. Analyze and appraise a practice plan for skill improvement based on a checklist for self or peers. b. Analyze and improve a complex motor task based on a plan of improvement.

Standard IV: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Effects of Physical Activity on the Body **1. Explain the effect of moderate to vigorous physical activity on the body systems.** a. Discuss the function of the components of the cardiorespiratory system such as: the heart, lungs, blood vessels and describe how each functions during exercise. b. Describe the role of the muscles and skeleton in the protection of the internal organs such as: the rib cage protecting the heart and lungs. c. Select and show activities that develop the cardiorespiratory and muscular systems.	A. Effects of Physical Activity on the Body **1. Explain the effect of moderate to vigorous physical activity on the body systems.** a. Discuss the function of the components of the skeletal and muscular systems such as: bones, cartilage, ligaments, and tendons. b. Demonstrate how the cardio respiratory and muscular systems respond to exercise during the warm-up, aerobic, and cool-down phases of physical activity. c. Classify and demonstrate activities that develop the cardiorespiratory and muscular systems.	A. Effects of Physical Activity on the Body **1. Analyze the effect of moderate to vigorous physical activity on the body systems.** a. Discuss the three components of the central nervous system, brain, spinal cord, and neurons. b. Discuss the functions of the central nervous system needed for physical activity such as: sending and receiving messages from other body systems and controlling all thoughts and movements.	A. Effects of Physical Activity on the Body **1. Analyze the effect of moderate to vigorous physical activity on the body systems.** a. Discuss the function of neurons such as: carrying information from the rest of the body to the spinal cord and bringing messages from the spinal cord to the appropriate body parts. b. Investigate the function of the spinal cord such as: taking information from the neurons to the brain and taking messages from the brain back to the neurons.	A. Effects of Physical Activity on the Body **1. Analyze the effect of moderate to vigorous physical activity on the body systems.** a. Investigate the function of the brain when the body is participating in physical activity such as: cerebellum controls balance and coordination, the brain stem controls digestion, and heart beat, and the cerebral cortex controls the senses.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
B. FITT Guidelines **1. Explain and apply the components of the FITT guidelines.** a. Discuss and perform specific activities that include the FITT guidelines for the components: Type, Intensity, and Time.	B. FITT Guidelines **1. Explain and apply the components of the FITT guidelines.** a. Describe the relationship between the FITT guidelines for the components: Frequency, Intensity, Type and Time. b. Discus and use the components of the FITT guidelines to develop a short-term fitness goal.	B. FITT Guidelines **1. Analyze and evaluate components of the FITT guidelines to adjust levels of physical activity.** a. Develop and explore personal fitness goals. b. Organize a fitness plan using the FITT guidelines. c. Investigate the principles of overload, progression, specificity, regularity, and individuality.	B. FITT Guidelines **1. Analyze and evaluate components of the FITT guidelines to adjust levels of physical activity.** a. Identify personal fitness goals based on a fitness assessment. b. Choose and implement a fitness plan using the FITT guidelines. c. Compare the principles of overload, progression, specificity, regularity, and individuality to improve health related fitness.	B. FITT Guidelines **1. Analyze and evaluate components of the FITT guidelines to adjust levels of physical activity.** a. Revise personal fitness goals based on a fitness assessment. b. Choose, implement, and assess, a personal fitness plan based on the FITT guidelines. c. Defend the relationship between improved health related fitness and the principles of overload, progression, specificity, regularity, and individuality.
C. Components of Fitness **1. Analyze the components necessary to improve fitness.** a. Classify and show activities for each health-related fitness component: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility, and body	C. Components of Fitness **1. Analyze the components necessary to improve fitness.** a. Investigate activities that will improve the health-related fitness components: cardio respiratory endurance/aerobic capacity, muscular strength, muscular endurance, flexibility,	C. Components of Fitness **1. Evaluate the components necessary to design a fitness plan.** a. Predict activities that maintain or improve the specific health-related fitness components: cardio respiratory endurance/aerobic capacity,	C. Components of Fitness **1. Evaluate the components necessary to design a fitness plan.** a. Justify activities chosen to improve or maintain specific health-related fitness components.	C. Components of Fitness **1. Evaluate the components necessary to design a fitness plan.** a. Defend the selection of activities chosen to improve or maintain health-related fitness.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
composition. b. Classify and show activities according to the skill-related components of fitness: agility, balance, coordination, power, speed, and reaction time.	and body composition. b. Use the skill-related fitness components: agility, balance, coordination, power, speed, and reaction time through participation in selected activities.	muscular strength, muscular endurance, flexibility, and body composition. b. Identify, compare, and implement the components of a fitness plan such as: goals, baseline scores, and physical activity log. c. Assess for improvement the skill-related fitness components: agility, balance, coordination, power, speed, and reaction time using standard performance measurements such as: 40 yard dash, shuttle run, vertical jump, and balance beam travel.	b. Choose, implement, and assess a fitness plan using the health-related fitness components. c. Choose activities that will provide opportunities to improve or maintain specific personal skill-related fitness components as part of personal goal setting.	b. Choose, implement, assess, and defend a personal fitness plan using the health-related fitness components. c. Justify the selection of the activities performed to improve or maintain skill-related fitness. d. Assess a peer's personal goals to improve or maintain the skill- related components of fitness through selected activities.
D. Benefits of Physical Activity **1. Explain the benefits of physical activity.** a. Discuss the physical benefits of participation in physical activity in the development of improved flexibility and body composition ratios.	D. Benefits of Physical Activity **1. Explain the benefits of physical activity.** a. Express the emotional benefits developed through physical activity such as stress reduction.	D. Benefits of Physical Activity **1. Analyze the benefits of physical activity.** a. Classify the effects of physical activity on personal wellness such as: relaxation, healthy attitude, and self-image.	D. Benefits of Physical Activity **1. Analyze the benefits of physical activity.** a. Compare personal wellness and identify those components that can benefit from physical activity.	D. Benefits of Physical Activity **1. Analyze the benefits of physical activity.** a. Investigate how physical activity improves overall health and wellness.
E. Nutrition and Physical Activity **1. Apply the relationship between nutrition and physical activity.**	E. Nutrition and Physical Activity **1. Apply the relationship between nutrition and physical activity.**	E. Nutrition and Physical Activity **1. Evaluate the relationship between nutrition and physical activity.**	E. Nutrition and Physical Activity **1. Evaluate the relationship between nutrition and physical activity.**	E. Nutrition and Physical Activity **1. Evaluate the relationship between nutrition and physical activity**.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
a. Classify various types of physical activity and the effect on caloric expenditure. b. Relate why water consumption is important during physical activity.	a. Interpret the relationship between caloric expenditure and caloric intake in relationship to body composition including maintaining weight and modifying weight. b. Classify various forms of hydration such as water, sports drink, juice, soda, milk, tea, coffee and their effects on physical activity.	a. Investigate nutrition logs for recording personal caloric intake and analyze the logs for balance using the "My Food Pyramid." b. Explore the importance of monitoring hydration based on levels of physical activity. c. Investigate the impact nutrients such as protein, carbohydrates, and fats have on physical activity performance.	a. Choose an exercise and nutrition log for recording personal caloric expenditure and caloric intake and analyze the log for caloric balance. b. Assess various types of performance-enhancing drinks and energy drinks and their effect on the body. c. Assess various types of nutritional supplements and performance enhancing foods such as energy bars and their effect of the body.	a. Defend a personal nutrition log to determine ways to improve on diet and exercise. b. Assess a personal nutrition log to determine appropriateness of using performance enhancing drinks and foods.
F. Exercise Adherence **1. Explain the factors influencing daily physical activity.** a. Classify factors affecting physical activity as either promoting or limiting.	F. Exercise Adherence **1. Explain the factors influencing daily physical activity.** a. Discuss factors that limit physical activity and describe strategies to address the factors.	F. Exercise Adherence **1. Analyze the factors influencing daily physical activity.** a. Categorize factors affecting daily physical activity as personal, environmental, or social.	F. Exercise Adherence **1. Analyze the factors influencing daily physical activity.** a. Organize strategies to address the environmental factors that limit physical activity. b. Organize strategies to address the social factors that limit physical activity.	F. Exercise Adherence **1. Analyze the factors influencing daily physical activity.** a. Compare and choose strategies to address personal, environmental, and/or social factors that effect maintaining or improving personal physical activity.
		G. Media and Physical Activity **1. Analyze how the media impacts attitudes towards**	G. Media and Physical Activity **1. Analyze how the media impacts attitudes towards**	G. Media and Physical Activity **1. Analyze how the media impacts attitudes towards**

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		physical activity. a. Discuss various marketing practices and strategies aimed at people interested in improving their fitness levels.	**physical activity** a. Compare ads/commercials that focus on physical activity and target specific audiences such as runners, weight lifters, to determine the level of influence the media has on participation.	**physical activity** a. Investigate various marketing practices and strategies influencing consumer decisions on the selection of exercise equipment and programs.

Standard V: Physical Activity - Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Aerobic Fitness **1. Analyze individual aerobic capacity/cardiorespiratory fitness.** a. Calculate personal level of aerobic capacity/ cardiorespiratory fitness through a systematic approach using a standardized fitness test.	A. Aerobic Fitness **1. Analyze individual aerobic capacity/cardiorespiratory fitness.** a. Calculate personal aerobic capacity/cardiorespiratory fitness through standardized fitness tests.	A. Aerobic Fitness **1. Evaluate individual aerobic capacity/cardiorespiratory fitness.** a. Assess and predict aerobic capacity/cardiorespiratory fitness through standardized fitness tests.	A. Aerobic Fitness **1. Evaluate individual aerobic capacity/cardiorespiratory fitness.** a. Assess and predict aerobic capacity/cardiorespiratory fitness through standardized fitness tests.	A. Aerobic Fitness **1. Evaluate individual aerobic capacity/cardiorespiratory fitness.** a. Assess and predict aerobic capacity/cardiorespiratory fitness through standardized fitness tests.
b. Compare and perform various aerobic and anaerobic activities and the effect on heart rate.	b. Categorize activities to compare the difference between aerobic and anaerobic activity and the effect on heart rate.	b. Choose and use aerobic activities to improve personal goals related to aerobic capacity/cardio respiratory fitness.	b. Assess and use aerobic activities to improve personal goals related to aerobic capacity/cardio respiratory fitness.	b. Justify and use aerobic activities to improve personal goals related to aerobic capacity/cardio respiratory fitness.
c. Compare various methods for measuring heart rate such as: an instapulse or a stethoscope.	c. Use various methods for measuring individual heart rate.	c. Choose technology to assess individual heart rate during the three phases of an aerobic workout.	c. Choose technology to assess individual heart rates for various activities using heart rate monitors or instapulses.	c. Choose technology to defend the value of various activities for aerobic capacity/cardio respiratory fitness using heart rate monitors or instapulses.
d. Categorize and demonstrate the three parts of an aerobic workout including warm-up, aerobic phase, and cool down.	d. Distinguish between the three parts of an aerobic workout while performing an aerobic activity.	d. Compare and use principles of overload, progression, specificity, regularity, and individuality to enhance aerobic capacity/cardiorespiratory fitness. e. Investigate resting heart rate,	d. Choose and use principles of overload, progression, specificity, regularity, and individuality to enhance aerobic capacity/cardiorespiratory fitness. e. Justify target heart rate to	d. Assess and use principles of overload, progression, specificity, regularity, and individuality to enhance aerobic capacity/cardiorespiratory fitness. e. Defend the use of a target

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		target heart rate, and maximum heart rate.	evaluate improvement in aerobic capacity and fitness. f. Investigate recovery time in relationship to target heart rate and resting heart rate.	heart rate for improvement of aerobic capacity and fitness. f. Assess recovery time and its relationship to improved fitness and increased physical activity.
B. Muscular Strength and Endurance **1. Analyze individual muscular strength and muscular endurance.** a. Calculate personal level of muscular strength and muscular endurance through a systematic approach using a standardized fitness test. b. Categorize muscular strength and muscular endurance activities. c. Organize and use muscular strength and muscular endurance tasks for specific muscle groups of the upper body.	B. Muscular Strength and Endurance **1. Analyze individual muscular strength and muscular endurance.** a. Calculate muscular strength and muscular endurance through standardized fitness tests. b. Compare developmentally appropriate muscular strength and muscular endurance activities. c. Organize and use muscular strength and muscular endurance task for specific muscle groups of the lower body.	B. Muscular Strength and Endurance **1. Evaluate individual muscular strength and muscular endurance.** a. Assess and predict muscular strength and muscular endurance fitness through standardized fitness tests. b. Choose and use developmentally appropriate activities to improve personal goals related to muscular strength and endurance fitness. c. Compare and use the principles of overload, progression, specificity, regularity, and individuality and how they enhance muscular strength and muscular endurance.	B. Muscular Strength and Endurance **1. Evaluate individual muscular strength and muscular endurance.** a. Assess and predict muscular strength and muscular endurance fitness through standardized fitness tests. b. Assess and use developmentally appropriate activities to improve personal goals related to muscular strength and endurance fitness. c. Choose and use the principles of overload, progression, specificity, regularity, and individuality to enhance muscular strength and muscular endurance.	B. Muscular Strength and Endurance **1. Evaluate individual muscular strength and muscular endurance.** a. Assess and predict muscular strength and muscular endurance fitness through standardized fitness tests. b. Justify and use developmentally appropriate activities to improve personal goals related to muscular strength and endurance fitness. c. Assess and use the principles of overload, progression, specificity, regularity, and individuality to enhance muscular strength and muscular endurance.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
		e. Investigate core strength and proper posture when performing exercises to increase muscular strength and muscular endurance.	e. Justify and perform various exercises that help develop core strength and proper posture for personal fitness and safety.	e. Defend personal exercises in a daily exercise program that address the need for core strength development, proper posture, and safety.
C. Flexibility **1. Analyze individual flexibility.** a. Calculate personal level of flexibility through a systematic approach using a standardized fitness test. b. Categorize lower and upper body stretches to improve flexibility. c. Investigate the use dynamic stretches for flexibility. .	C. Flexibility **1. Analyze individual flexibility.** a. Calculate flexibility through standardized fitness tests. b. Distinguish between static and dynamic stretches for the upper and lower body. c. Investigate range of motion as it relates to flexibility and safety. d. Investigate contraindicated exercises for flexibility and their relationship to safe stretching.	C. Flexibility **1. Evaluate individual flexibility.** a. Assess and predict flexibility through standardized fitness tests. b. Choose and use appropriate activities to improve personal goals related to flexibility. c. Compare and use the principles of overload, progression, specificity, regularity, and individuality to enhance flexibility. d. Criticize the use of contraindicated exercises for flexibility and their relationship to safe stretching.	C. Flexibility **1. Evaluate individual flexibility.** a. Assess and predict flexibility through standardized fitness tests. b. Assess and use appropriate activities to improve personal goals related to flexibility. c. Choose and use the principles of overload, progression, specificity, regularity, and individuality to enhance flexibility. d. Investigate various examples of specific stretching techniques to enhance personal flexibility such as: partner assisted stretching.	C. Flexibility **1. Evaluate individual flexibility.** a. Assess and predict flexibility through standardized fitness tests. b. Justify and use appropriate activities to improve personal goals related to flexibility. c. Assess and use the principles of overload, progression, specificity, regularity, and individuality to enhance flexibility. d. Justify examples of sport/activity specific stretches to enhance personal flexibility.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D. Body Composition **1. Identify body composition.** a. Define elements of a body mass index (BMI) and its importance in maintaining a healthy body.	D. Body Composition **1. Identify body composition.** a. Define elements of body composition and its relationship in maintaining a healthy body.	D. Body Composition **1. Examine body composition.** a. Identify the need for measuring body composition and its relationship to maintaining a healthy body.	D. Body Composition **1. Examine body composition.** a. Identify different methods of measuring body composition such as: calipers, bio-impedance equipment, scales, and underwater weighing for accuracy, cost, and reliability in identifying personal body composition and maintaining a healthy body.	D. Body Composition **1. Examine body composition.** a. Identify and discuss the term somatotype and discuss various body types such as: ectomorph, mesomorph, and endomorph and their relationship to physical activity selection.

Standards VI: Social Psychological Principles - Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Safety in Physical Activity **1. Apply safety in physical activity settings.** a. Demonstrate safe practices for self in physical activity settings.	A. Safety in Physical Activity **1. Apply safety in physical activity settings.** a. Demonstrate safe practices for self and others in physical activity settings.	A. Safety in Physical Activity **1. Analyze the relationship between exercise, physical activity, and safety.** a. Investigate and perform exercises that improve proper posture to minimize injury. b. Investigate rules, procedures, and etiquette for safe physical activity settings.	A. Safety in Physical Activity **1. Analyze the relationship between exercise, physical activity, and safety.** a. Categorize and perform exercises that improve core strength for lower back care. b. Choose and use rules, procedures, and etiquette for safe physical activity settings.	A. Safety in Physical Activity **1. Analyze the relationship between exercise, physical activity, and safety.** a. Choose and perform exercises to improve posture and core strength for lower back care as part of a personal fitness plan. b. Compare and use rules, procedures, and etiquette for safe physical activity settings.
B. Effort and Improvement **1. Apply the relationship between effort and improvement.** a. Choose personal skills and fitness data and calculate the relationship to improved performance through effort.	B. Effort and Improvement **1. Apply the relationship between effort and improvement.** a. Show the relationship between effort and skill improvement over a determined amount of time through charting a performance.	B. Effort and Improvement **1. Evaluate the relationship between effort and improvement.** a. Assess the relationship between effort and skill improvement in a variety of physical activities.	B. Effort and Improvement **1. Evaluate the relationship between effort and improvement.** a. Defend the relationship between effort and persistence as they relate to skill improvement.	B. Effort and Improvement **1. Evaluate the relationship between effort and improvement.** a. Predict the relationship between effort and persistence as they relate to the development of self-confidence.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C. Cooperation and Responsibility **1. Employ effective participation and cooperation skills in physical activity settings.** a. Use appropriate strategies to maintain self-control in group settings and to promote good sportsmanship. b. Demonstrate a variety of ways to show consideration for others, to maximize personal potential, and build and maintain healthy relationships.	C. Cooperation and Responsibility **1. Employ effective participation and cooperation skills in physical activity settings.** a. Discuss appropriate cooperative strategies in a variety of physical activity settings. b. Discuss and use problem-solving techniques which build and maintain healthy relationships and promote good sportsmanship.	C. Cooperation and Responsibility **1. Evaluate effective relationship skills in physical activity settings.** a. Choose and compare cooperative strategies employed in physical activity settings. b. Choose and use problem-solving techniques which maximize personal potential and demonstrate sensitivity to the rights and feelings of others while promoting good sportsmanship. c. Assess cooperation with peers who are using verbal and nonverbal behaviors.	C. Cooperation and Responsibility **1. Evaluate effective relationship skills in physical activity settings.** a. Assess effectiveness of cooperative strategies employed in physical activity settings. b. Justify conflict resolution skills and negotiation tactics which promote a peaceful and positive classroom environment for all.	C. Cooperation and Responsibility **1. Evaluate effective relationship skills in physical activity settings.** a. Justify strategies and practices related to self-regulation in a variety of challenging physical activity settings. b. Defend choice of strategies to resolve conflict and make appropriate decisions that promote a sense of community and respect for others.
D. Compassion and Inclusiveness **1. Identify ways to develop compassion and inclusiveness in physical activity settings.** a. Show respect and caring for peers through verbal and nonverbal encouragement and assistance.	D. Compassion and Inclusiveness **1. Identify ways to develop compassion and inclusiveness in physical activity settings.** a. Show a variety of ways to communicate empathy, caring, consideration, and respect for self and others.	D. Compassion and Inclusiveness **1. Evaluate effective inclusiveness skills in physical activity settings.** a. Organize different activities from a variety of cultures as a means for developing inclusiveness in classroom settings.	D. Compassion and Inclusiveness **1. Evaluate effective inclusiveness skills in physical activity settings.** a. Assess different activities as a means for developing inclusiveness in classroom settings such as: wheelchair basketball.	D. Compassion and Inclusiveness **1. Evaluate effective inclusiveness skills in physical activity settings.** a. Justify the need to change activities to develop inclusiveness in classroom settings.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	b. List ways to include students with different abilities into group and individual activities.	b. Investigate challenges that people with varying abilities face when participating in physical activity.	b. Organize and assess strategies to maximize participation for individuals with varying abilities in a physical activity setting.	b. Justify strategies that allow participation from individuals with varying ability in physical activity settings.
E. Time Management **1. Demonstrate effective time management strategies.** a. Practice a series of activities within a specified amount of time.	E. Time Management **1. Demonstrate effective time management strategies.** a. Develop and implement a personal activity plan to allow opportunities for daily physical activity.	E. Time Management **1. Apply effective time management strategies.** a. Identify and demonstrate strategies for effective time management to allow for daily physical activity in a personal activity plan.	E. Time Management **1. Apply effective time management strategies.** a. Identify and put into place strategies to overcome personal time barriers for daily physical activity in a personal activity plan.	E. Time Management **1. Apply effective time management strategies.** a. Demonstrate and modify a daily personal activity plan to overcome personal time barriers for daily physical activity.

Standard I: Skillfulness - Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

High School
A. Fundamental Movement **1. Choose and analyze fundamental movement skills in a variety of physical education activities.** a. Demonstrate and differentiate fundamental movement skills, skill combinations, and skill themes while participating in physical activity. b. Categorize and perform a selection of activities that improve or maintain skill-related components of fitness.
B. Creative Movement **1. Develop and critique creative skill combinations in a variety of physical activities.** a. Design, demonstrate, and evaluate a group creative performance sequence that exhibits quality movement based on common themes such as: self expression, rhythmical interpretation, form, or style.
C. Skill Themes **1. Evaluate the performance and strategies used to solve tactical game problems.** a. Justify and use different concepts and strategies for each category of strategic games (net/wall, invasion, striking/fielding, and target activities) such as: offensive and defensive strategies or on and off the ball movements.

Standard II: Biomechanical Principles - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

High School
A. Effects on Objects **1. Analyze how muscle characteristics influence force production.** a. Categorize and demonstrate how the number of muscles engaged in a movement affects force production. b. Choose and demonstrate how the size of muscle engaged affects the force produced. c. Contrast and demonstrate how the distance through which a muscle contracts affects the force produced. d. Investigate and demonstrate how forcefully stretching a muscle immediately before a concentric contraction increases the force of that contraction such as in plyometrics. **2. Analyze how force is effectively applied to projectiles.** a. Distinguish and demonstrate how projection speed and projection angle are related to accuracy such as: striking a tennis ball using a smash or a lob to have it land in the back corner of the court. b. Calculate and demonstrate the concept of projection angles such as changing the projection angle to discover the influence on distance achieved. c. Investigate and demonstrate the effect of spin such as in tennis when topspin rebounds on a higher trajectory and backspin rebounds on a lower trajectory. d. Investigate and demonstrate how balls can generate lift by spinning such as in soccer.
B. Balance **1. Analyze the concept of balance in complex movement patterns.** a. Investigate changes in the center of gravity and balance of a dynamic skill such as a basketball lay-up.

Standard III: Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

High School
A. Appropriate Practices **1. Design a practice plan in order to acquire a skill and apply the skill in a game.** a. Compare the similarities and differences between closed and open skills. b. Discuss and demonstrate how proficient performance of closed skills results in sustained quality performance in game situations. c. Predict factors to consider when performing open skills in a game situation such as the environment and skill level. d. Develop a practice plan to progressively introduce closed skills into open skill environments.
B. Corrective Feedback **1. Justify the importance of self-evaluation and feedback in the improvement of motor skills.** a. Create, perform, and evaluate a practice plan for skill improvement based on a checklist developed from an evaluation by self or peers.

Standard IV: Exercise Physiology - Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

High School
A. Effects of Physical Activity on the Body **1. Evaluate the effects of moderate to vigorous physical activity on the body systems.** a. Defend a fitness plan using knowledge of the body systems and principles of overload, progression, specificity, regularity, and individuality.
B. FITT Guidelines **1. Evaluate the components of the FITT guidelines to adjust levels of physical activity.** a. Justify personal fitness goals based on fitness assessments. b. Defend the use of components of the FITT guidelines in a personal fitness plan for consistency with fitness levels and goals.
C. Components of Fitness **1. Evaluate the various components necessary to design a personal fitness plan.** a. Assess the physiological benefits achieved through the implementation of a personal fitness plan. b. Defend a personal fitness plan based on an assessment of the health-related fitness components and personal fitness goals. c. Justify activities chosen to improve or maintain specific skill-related fitness components agility, balance, coordination, reaction time, speed, and power as part of a personal fitness plan.
D. Benefits of Physical Activity **1. Justify the benefits of physical activity.** a. Assess the benefits of physical activity as a motivating factor to positively affect exercise adherence. b. Evaluate the value of physical activity for lifelong health and wellness.
E. Nutrition and Physical Activity **1. Support the relationship between nutrition and physical activity**. a. Design a personal nutrition log to correlate with current physical activity levels and nutritional needs. b. Discuss causes and effects associated with eating disorders such as: anorexia, bulimia, and binge eating.

High School
c. Compare popular diets in relationship to the "My Food Pyramid." d. Compare various nutritional ergogenic aids and discriminate between the real and implied impacts on the body.
F. Exercise Adherence **1. Evaluate the factors influencing daily physical activity.** a. Assess the effectiveness of strategies for overcoming personal, environmental, and/or social factors affecting physical activity level and revise those strategies that have been ineffective. b. Rate and prioritize personal motivating factors for adhering to a physically active lifestyle.
G. Media and Physical Activity **1. Evaluate the impact of cultural and media perceptions on physical activity.** a. Assess various marketing practices and strategies that influence consumer decisions on the selection of exercise equipment, programs, and health clubs. b. Justify the benefits of current fitness trends. c. Discriminate between fitness products and programs that are based on scientific principles and those that are not scientifically based. d. Determine a set of criteria to evaluate the validity of personal fitness products. e. Determine a set of criteria to evaluate health club facilities.

Standard V: Physical Activity - Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

High School
A. Aerobic Fitness **1. Analyze and evaluate individual aerobic capacity/cardiorespiratory fitness.** a. Perform a variety of activities designed to enhance aerobic capacity/cardiorespiratory fitness. b. Assess personal levels of aerobic capacity/cardiorespiratory fitness using a standardized test. c. Design, execute and revise a personal plan for aerobic capacity/cardiorespiratory fitness based on a fitness assessment and incorporating the principles of overload, progression, specificity, regularity, and individuality. d. Use technology to monitor and assess individual heart rate. e. Calculate target heart rate to reflect personal activity goals. f. Investigate and assess sport/activity specific aerobic capacity/cardiorespiratory fitness programs. g. Justify the importance of maintaining a healthy level of cardiorespiratory fitness.
B. Muscular Strength and Endurance **1. Analyze and evaluate individual muscular strength and muscular endurance.** a. Perform a variety of activities designed to enhance muscular strength and muscular endurance. b. Assess personal level of muscular strength and muscular endurance using a standardized test. c. Design, execute and revise a personal plan for muscular strength and muscular endurance based on principles of overload, progression, specificity, regularity and individuality. d. Assess concepts important for safe participation in everyday muscular strength and endurance activities. e. Investigate and assess sport/activity specific muscular strength and muscular endurance programs. f. Justify the importance of maintaining a healthy level of muscular strength and muscular endurance.
C. Flexibility **1. Analyze and evaluate individual flexibility.** a. Perform a variety of activities designed to enhance flexibility for various muscle groups. b. Assess personal level of flexibility using a standardized test. c. Design, execute and revise a personal plan for flexibility based on principles of overload, progression, specificity, regularity and individuality. d. Assess concepts important for safe participation in everyday flexibility activities. e. Investigate and assess a sport/activity specific flexibility programs.

High School
f. Justify the importance of maintaining a healthy level of flexibility.
D. Body Composition **1. Analyze and evaluate individual body composition.** a. Perform a variety of activities designed to improve body composition. b. Assess personal level of body composition using a standardized test such as BMI or through the use of technology. c. Design, execute, and revise a personal plan for body composition based on principles of overload, progression, specificity, regularity, and individuality. d. Assess concepts important for safe weight management programs. e. Investigate and assess sport/activity specific body composition programs. f. Justify the importance of maintaining a healthy level of body composition.

Standard VI: Social Psychological Principles - Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

High School
A. Safety in Physical Activity **1. Support the understanding of safety in physical activity settings.** a. Evaluate safe practices for a variety of physical activities. b. Discuss the relationship between core strength and proper posture in minimizing injury such as: lifting, carrying, and lower back care.
B. Effort and Improvement **1. Predict the relationship between effort and improvement.** a. Create challenging, attainable personal physical activity goals and make revisions based on personal values. b. Discuss how effort and motivation in a self-directed activity leads to attainment of a goal. c. Self evaluate, design, and revise a plan for attainment of personal goals.
C. Cooperation and Responsibility **1. Devise a plan to foster a sense of community in physical activity settings.** a. Create and evaluate strategies to resolve conflict and implement changes in a physical activity setting to foster a sense of community.
D. Compassion and Inclusiveness **1. Develop a plan to foster compassion and inclusiveness in physical activity settings.** a. Design strategies for a diverse group of individuals to encourage effective participation in physical activity settings.
E. Time Management **1. Evaluate time management strategies.** a. Assess a daily physical activity plan and use appropriate solutions and strategies to overcome personal time barriers.